DOCUMENT RESUME

ED 352 101 JC 930 032

TITLE Report on Transfer Articulation Activities at Illinois Colleges and Universities.
INSTITUTION Illinois Community Coll. Board, Springfield.
PUB DATE Oct 92
NOTE 12p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Ancillary School Services; *Articulation (Education); College Transfer Students; Community Colleges; Comparative Analysis; Educational Planning; Followup Studies; Higher Education; *Intercollegiate Cooperation; Private Colleges; School Surveys; State Universities; *Transfer Policy; *Transfer Programs; Two Year Colleges
IDENTIFIERS *Illinois

ABSTRACT

In December 1991, a survey was conducted of transfer coordinators at all public and private two- and four-year colleges and universities in Illinois to determine the current status of transfer articulation services and activities. Follow-up surveys and telephone contacts resulted in usable data from 12 public universities, 36 private colleges and universities, 49 public community colleges, and 5 private two-year colleges. Study findings included the following: (1) 9 public universities and 16 private colleges and universities provided community colleges with detailed course-to-course equivalency guides; (2) 35 community colleges had developed articulation handbooks, and 41 had developed program articulation guides for transfer students; (3) all 12 public universities and 5 private colleges and universities regularly sent feedback reports on the progress of transfer students to each community college; (4) 26 community colleges and 2 private two-year colleges reported conducting their own follow-up studies of transfer students; (5) public universities reported that an average of 1.6 full-time equivalent (FTE) staff were assigned to coordinate articulation, while community colleges averaged .77 FTE assigned to coordinate articulation; (6) 11 public universities and 9 private colleges and universities hosted or sponsored annual articulation conferences or other related articulation activities; and (7) 30 community colleges reported articulation agreements with public universities, while 14 reported agreements with private colleges and universities. Data tables and a review of significant statewide articulation activities are included. (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED352101

Report on Transfer Articulation Activities at Illinois Colleges and Universities

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

V. McMillan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Illinois Community College Board
509 South Sixth Street, Room 400
Springfield, Illinois 62701-1874
Telephone: (217) 785-0123
October 1992

Printed by Authority of the State of Illinois

JC 930 032

Illinois Community College Board

REPORT ON TRANSFER ARTICULATION ACTIVITIES AT ILLINOIS COLLEGES AND UNIVERSITIES

Introduction

This report documents the current status of transfer articulation services and activities at Illinois colleges and universities. The information in the report should be useful for each institution in analyzing its articulation services and activities as compared to other colleges and universities in the state. The information also should be useful for analyzing articulation services and activities on a statewide basis.

Information for this report was obtained through a survey that was mailed to all transfer coordinators on December 5, 1991. A follow-up request was mailed on January 16, 1992 to all the transfer coordinators who had not responded. Several additional follow-up requests were made by telephone in an attempt to obtain as many responses as possible. The survey was developed by the ICCB in cooperation with the Transfer Coordinators of Illinois Colleges and Universities.

Transfer Information

The colleges and universities in Illinois currently are providing a wide variety of excellent transfer information that is needed by students planning to transfer.

- Nine public universities and 16 private colleges and universities provide community colleges with detailed course-to-course equivalency guides.
- Eight public universities and 13 private colleges and universities provide community colleges with detailed program-to-program articulation guides.
- Thirty-five community colleges have developed articulation handbooks and 41 have developed program articulation guides for transfer students.
- Three of the four private two-year colleges that responded have developed course equivalency guides and program articulation guides for their students.

BEST COPY AVAILABLE

Acceptance of the AA or AS Degree

Since 1970, the Illinois Board of Higher Education's policy on transfer articulation included the acceptance of the community college transfer degree as satisfying the lower-division general education requirements at public universities. This policy, with some revisions in 1990, continues in effect at the present time. It has had a great impact on simplifying the transfer process for the many students who completed the AA or AS degree at a community college and then transferred to a public university in Illinois. The implementation of this policy by universities that enroll the bulk of the transfer students in Illinois has enabled Illinois to be a leader in transfer articulation for many years. Only a few other states have been successful in implementing a similar transfer policy in recent years.

Feedback on Transfer Students

Universities are providing comprehensive feedback to community colleges on the progress of transfer students and several institutions are conducting their own follow-up studies.

- All 12 public universities are participating in the shared database project which provides computerized information on the progress of all transfer students.
- All 12 public universities and five private colleges and universities send feedback reports to each community college on a regular basis.
- One public university and two private universities are conducting detailed follow-up studies of transfer students and sharing these results with community colleges.
- Twenty-six community colleges and two private two-year colleges reported conducting their own follow-up studies of transfer students.

Staff Resources for Transfer Articulation

Colleges and universities are committing a significant amount of staff resources to the transfer articulation function.

- Public universities reported that 19.3 FTE staff (an average of 1.6 FTE per university) were assigned to the coordination of articulation.
- Private colleges and universities reported that 27.6 FTE staff (an average of .99 FTE per 28 institutions responding) were assigned to the coordination of articulation.
- Community colleges reported that 37.7 FTE staff (an average of .77 FTE per 49 community colleges responding) were assigned to coordinate articulation.
- Private two-year colleges reported that 2.0 FTE staff (an average of .5 FTE per college) were assigned to the coordination of articulation.

Conferences and Special Programs

Colleges and universities in Illinois host a number of articulation conferences and have several special cooperative programs with community colleges designed to improve the transfer process for special populations.

- Eleven public universities and nine private colleges and universities host or sponsor annual articulation conferences or other related articulation activities such as community college counselor days.
- Ten public universities and four private colleges and universities have cooperative programs with community colleges designed to improve the transfer process.
- Twenty community colleges have established transfer centers designed to provide transfer assistance to all students.
- Seventeen community colleges and one private two-year college reported that they have developed special programs designed to enhance the transfer process for special populations students.

Articulation Agreements

Colleges and universities in Illinois have developed a wide variety of interinstitutional articulation agreements.

- Thirty community colleges reported articulation agreements with public universities and 14 have articulation agreements with private colleges and universities in Illinois.
- Six public universities and eight private colleges and universities reported having specific articulation agreements with community colleges.
- Two private two-year colleges reported articulation agreements with public universities.

Description of the Survey Results

The results of the survey of transfer articulation activities and services at Illinois colleges and universities are shown in two summary tables. Table 1 shows a summary of the results for baccalaureate degree-granting colleges and universities. The primary information in the table shows the number of institutions that have a particular articulation service or activity. Column 1 shows the information for the 12 public universities and column 2 for the private colleges and universities that responded to the survey.

Table 2 shows a summary of the results for associate degree-granting community colleges and private two-year colleges. Although most of the activities and services shown in this table are identical to Table 1, some are different because of the uniqueness of associate degree-granting institutions.

Statewide Articulation Efforts

In addition to the many articulation activities taking place at each university and each community college in Illinois, there also are a number of significant state-level efforts. Shown below is a summary of some of the most significant statewide articulation activities.

- Transfer Coordinators of Illinois Colleges and Universities. The professional staffs at community colleges and universities working with transfer articulation have assisted the ICCB and the IBHE with transfer articulation since the late 1960s. This group of transfer coordinators from public and private universities and community colleges meet twice a year to identify and resolve articulation problems. In addition, this group working with the ICCB has conducted major studies of the transfer process, formed articulation task groups to develop discipline-specific articulation guidelines, developed a common form for course articulation, and improved the procedures for disseminating transfer information.

- Model AA and AS Degrees. To address the concerns of universities in Illinois about the general education requirements of the community colleges' Associate in Arts and Associate in Science degrees, the ICCB developed guidelines for model AA and AS degrees. These guidelines were developed with community college and university representatives and reflect the latest trends in general education requirements in the state. The ICCB Model Associate in Arts and Associate in Science Degrees developed in 1988 have been well accepted by both community colleges and universities and have resulted in the enhancement of the general education requirements in the AA and AS degrees of community colleges in Illinois.

- IBHE Policies on Transfer and Articulation. Although the IBHE has had a significant policy on transfer and articulation since 1970, it adopted six new policies in 1990 designed to enhance transfer articulation. These policies clearly describe the importance of transfer articulation and make articulation a shared responsibility of the universities and community colleges in the state. A copy of the IBHE policies is provided in Appendix A.

- Statewide Student Tracking System. Although most universities have provided progress reports of transfer students to community colleges for many years and continue to provide these reports, the IBHE has developed a computerized student tracking system that includes student data from all universities and all community colleges. This system provides the data for studies of transfer students that can track students for many years at all public universities in Illinois.

Illinois Community College Board

Table 1

SUMMARY OF ARTICULATION EFFORTS AT BACCALAUREATE DEGREE-GRANTING COLLEGES AND UNIVERSITIES IN ILLINOIS

Transfer Information	Public Universities N=12	Private Colleges and Universities N=36
Manual Course Equivalency	9	16
Computerized Course Equivalency	3	2
Program-to-Program Guides	8	13
Transfer Student Follow-up		
Provide Feedback to Colleges	12	5
Conduct Follow-up Study	1	2
Articulation Agreements		
Have formal articulation agreements with specific colleges	6	8
Have general articulation agreements	4	2
Staff Working with Transfer		
Have staff coordinating articulation	12	28
Average FTE staff for coordination	1.6	1.0
Total FTE staff for coordination	19.3	27.6
Articulation Conferences		
Host/Sponsor Articulation Conferences	11	9
Special Cooperative Programs for Transfers		
Have special cooperative programs with community colleges	10	4

Illinois Community College Board

Table 2

SUMMARY OF ARTICULATION EFFORTS AT COMMUNITY COLLEGES AND PRIVATE TWO-YEAR COLLEGES IN ILLINOIS

Transfer Information	Public Community Colleges N=49	Private Two-Year Colleges N=5
Have Articulation Handbooks	35	0
Course Equivalency Guide	43	
Program Articulation Guide	41	3
Transfer Student Follow-up		
Conduct Their Own Follow-up Study	26	2
Articulation Agreements		
With High Schools	32	0
With Public Community Colleges	0	0
With Two-Year Private Colleges in Illinois	4	0
With Public Universities in Illinois	30	2
With Private Universities in Illinois	14	2
With Out-of-State Colleges and Universities	17	0
Staff Assigned to Articulation		
Number of colleges that have staff assigned to coordinate articulation	49	4
Average FTE Staff for Coordination Per College	0.8	0.5
Total Number of FTE Staff for Coordination	37.7	2.0
Programs for Special Populations		
Transfer Centers	20	0
Other Special Programs	17	1

- New Transfer Articulation Initiatives. At its September 3, 1992 meeting, the Illinois Board of Higher Education announced a major articulation initiative designed to encourage all colleges and universities in Illinois to strengthen and accelerate the implementation of its policies on transfer and articulation. The major features of this plan are:

  1. Achieve endorsement of the IBHE policies on transfer and articulation by the system heads of all public universities in Illinois.

  2. Achieve endorsement of the ICCB model AA and AS degrees by all community colleges. Currently, about 65 percent of the colleges completely meet the AA and AS models and the rest of the colleges are extremely close to meeting these guidelines.

  3. Achieve endorsement of a Model General Education Curriculum by all colleges and universities in Illinois. The purpose of this model is to define a general education curriculum acceptable for all transfer students at all universities. Each college and university could, however, have its own unique degree requirements.

  4. Achieve endorsement of transfer courses within each discipline by all colleges and universities. This effort would define and achieve consensus on those courses which can be used to meet model general education requirements and those which can be transferred to meet lower-division major-specific requirements. This effort would streamline and enhance the current course articulation process.

  5. Strengthen the articulation/transfer monitoring process. This would be achieved by working with Transfer Coordinators of Illinois Colleges and Universities to form task groups to address specific articulation projects and by strengthening and/or refocusing some of the IBHE articulation projects funded with HECA grants.

Conclusions

The results of the survey of transfer articulation activities at Illinois colleges and universities revealed the following conclusions:

1. Colleges and universities in Illinois currently are providing a wide variety of excellent transfer information designed to assist students who plan to transfer.

2. Universities are providing comprehensive feedback to community colleges on the progress of transfer students.

3. Over one-half of the associate degree-granting colleges and three universities are conducting follow-up studies of transfer students.

4. Colleges and universities responding to this survey reported committing a total of 86.6 FTE staff to the coordination of articulation. This is a significant commitment of staff resources.

5. Universities in Illinois host a variety of transfer articulation conferences for faculty, counselors, and students annually.

6. Colleges and universities reported the establishment of a variety of special programs and services designed to enhance the transfer process.

7. Over one-half of all colleges and universities reported the establishment of institution-to-institution articulation agreements designed to enhance the transfer process for students.

These results show that the colleges and universities in Illinois are engaged heavily in the transfer articulation process and are, indeed, improving the transfer process for students. In addition to all the transfer activities at the colleges and universities, the Illinois Community College Board, the Illinois Board of Higher Education, and the Transfer Coordinators of Illinois Colleges and Universities are engaged in a variety of statewide articulation efforts designed to enhance the transfer process for students.

Appendix

ILLINOIS BOARD OF HIGHER EDUCATION
POLICIES ON ARTICULATION AND TRANSFER
(Adopted September 5, 1990)

1. Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs in Illinois. While each institution is ultimately responsible for the quality of the programs it provides, both associate and baccalaureate degree-granting institutions are expected to work together to assure that their lower-division baccalaureate programs are comparable in scope, quality, and intellectual rigor.

2. Any student admitted in transfer to an Illinois baccalaureate degree-granting institution should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours and should be able to progress toward baccalaureate degree completion at a rate comparable to that of students who entered the baccaluareate institution as first-time freshmen. To assure students of comparable treatment, it is expected that:

   a. Students admitted in transfer who have earned an Associate in Arts or an Associate in Science degree from an accredited Illinois community or junior college that has adopted degree requirements that meet or exceed the specifications in the models developed and regularly updated by the Illinois Community College Board will have met the receiving institution's general education requirements that are not specifically designated upper-division. A receiving institution may, however, require admitted transfer students to complete an institution-wide, mission-related general education requirement if students can do so through elective credit within the baccalaureate degree program.

   b. Students admitted in transfer who began but did not complete the Associate in Arts or Associate in Science degree at an accredited Illinois community or junior college will be granted full credit for satisfactorily completed courses that the baccalaureate institution determines are comparable to its own courses.

3. Presidents and chief academic officers of associate and baccalaureate degree-granting institutions should provide leadership in implementing state policies on transfer and articulation and in resolving issues of mutual concern. To this end, the Illinois Board of Higher Education, in conjunction with the Illinois Community College Board, will regularly convene the presidents of baccalaureate and associate degree-granting institutions and system academic leadership to assess the status of state policies on transfer and articulation and to resolve any issues that arise.

4. Program faculties from both associate and baccalaureate degree-granting institutions should take primary responsibility for developing and maintaining course and program articulation agreements and for promoting compatibility between associate and baccalaureate curricula.

5. Associate and baccalaureate degree-granting institutions should work together to expand opportunities for students to complete baccalaureate degrees. Through formal partnerships, associate and baccalaureate institutions should jointly encourage baccalaureate degree completion and provide information on the transfer process, guidance in program and course selection, and orientation to the academic environment to prospective transfer students. Dual admission, "2+2," and similar articulation and transfer agreements should be developed to facilitate the transfer of students.

6. Colleges and universities should assure that transfer students have the same opportunities as other students to participate in the social, cultural, and academic support services necessary for their integration into the campus community.

7. A statewide system for monitoring the academic progress of cohorts of community and junior college students who transfer to baccalaureate degree-granting institutions shall be established by the Illinois Board of Higher Education in cooperation with the Illinois Community College Board and baccalaureate degree-granting institutions. This information should serve as the basis for the regular review and improvement of the undergraduate curricula, support services, and articulation and transfer agreements of associate and baccalaureate degree-granting institutions. The Illinois Board of Higher Education, in consultation with the Illinois Community College Board, will examine institutional and statewide trends in student transfer and degree completion and will use these analyses to make necessary modifications to policies on articulation and transfer.

NOTE: These policies are recommendations numbers 19 through 25 developed by the IBHE Committee on the Study of Undergraduate Education and adopted by the IBHE on September 5, 1990.